

**MASTER PLAN
FOR
TENNESSEE SCHOOLS
MEETING THE CHALLENGES OF THE 21ST CENTURY
FY 2006**

January 28, 2005

**State Board of Education
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Mission

To ensure that Tennessee schools are among the best in the nation.

Vision for Tennessee Schools

Our vision is that all children enter school ready to learn and become fluent readers, learn challenging subject matter, access information, and solve problems. Teachers are highly qualified, hold high expectations for all students, and use multiple teaching strategies and technologies to ensure that all students learn. Teachers and school leaders have opportunities to grow professionally to continuously improve their practice enabling them to meet the diverse learning needs of all students. Schools, students, families and communities form partnerships to improve the learning experiences of all students. A variety of assessments and measures are used to monitor and improve student learning. Funding is appropriate to ensure that students have the resources to accomplish high levels of learning and are prepared for postsecondary education, work and citizenship.

Master Plan Key Initiatives

The Master Plan identifies nine Key Result Areas (KRAs), sets goals for those areas, specifies strategies to achieve the goals, and notes measures of progress for each goal. Strategies in each of the nine key areas are aligned so that the overall goal of improved student learning can be accomplished. Further, the plan identifies new costs needed to implement the strategies and proposed improvements in the Basic Education Program funding formula.

The Key Result Areas are: Early Childhood Education, Primary and Middle Grades Education, High School Education, Technology, Teacher Education and Professional Growth, Accountability and Assessment, School Leadership, School Health and Safety, Funding

The FY 2006 *Master Plan* provides detailed strategies for reaching the Key Result Area goals and improving public education to ensure all Tennessee students are prepared for postsecondary education, work and citizenship. The plan is followed by a discussion of the funding needed to support the plan and a summary of performance data needed to evaluate progress under the plan.

Priorities

Each year the Board identifies priorities to focus Board action. Accomplishing the strategies in each priority will provide sustainable change to improve the learning of all students. The Board's FY 2006 priorities include:

Early Childhood Education:

- **Provide a stable, increased funding source so all at-risk four-year-olds will be served**

High quality early childhood education programs provide children with the early learning experiences needed to prepare them to enter kindergarten. Without additional funding many at-risk four-year-olds will start out behind and stay behind. High quality early learning programs result in: increased academic success, decreased special education referrals, increased graduation rates, reduced crime rates and increased work performance.

Tennessee must expand its support and provide a stable permanent source of funding for high quality early learning programs like those based on the Board's successful pilot model.

Reading:

- **Implement an inclusive K-12 statewide reading initiative.**

Reading is fundamental to all learning and life long success. All teachers K-12 must have the knowledge, skills and resources to provide reading instruction to help students use and improve reading skills and provide for improved content area learning. The Board approved new reading standards required for licensing K-12 teachers including special educators. Federal program grants, Reading Excellence Act and Reading First, provided the funds to start the work the state must continue. Grants do not replace the need for a statewide reading initiative.

High School:

- **Develop a state-wide uniform grading scale.**
- **Identify intervention programs for students at-risk of not graduating.**
- **Ensure all middle grade students are ready for a rigorous high school curriculum.**
- **Clearly identify the role of vocational education.**

This year the legislature requested the Board to develop a uniform grading scale to ensure all students' grades will be interpreted the same way. All GPA's will be calculated using the same formula for the distribution of state scholarship money. Improving the high school graduation rate requires providing extra supports for students having difficulties. Middle grades students at-risk of failure must be identified early and provided with interventions to ensure success. Programs are necessary for at-risk middle school students especially as they transition from 8th to 9th grade.

School Leaders and Teachers:

- **Develop a new framework for evaluation and professional growth for administrators.**
- **Increase quality non-traditional opportunities to earn an administrative or teacher licensure.**

- **Implement research supported, high quality, mentoring opportunities for all new teachers and administrators.**

Capable knowledgeable school leaders are crucial to a school's success. Tennessee must recruit, prepare, evaluate, retain and provide continuing opportunities for professionals to grow so all schools have highly qualified instructional leaders.

Qualified people with knowledge in content areas would like to enter the profession. Tennessee must provide more opportunities for non-educators to develop the skills required to become successful teachers and administrators.

Retaining new teachers in the classroom requires they have professional support. Experienced teachers need time and resources to mentor effectively those new to the profession. New teachers in a quality mentoring program are more successful at improving student learning and less likely to leave the profession. Mentoring provides experienced teachers with opportunities to examine and improve their practice.

Assessment:

- **Review and revise the Board's *Performance Model* to align with Tennessee's assessment system.**
- **Monitor the results of changes in state assessment programs.**
- **Communicate with higher education about the standards needed to be successful in post secondary education.**

The State Board of Education established new performance goals in April 2000. The current *Performance Model* has twelve goals. After passage of No Child Left Behind (NCLB) the Board adopted standards to measure annual yearly progress (AYP). In addition, the assessment program has moved from norm referenced testing to criterion referenced testing. These factors require adjusting the performance model.

Funding:

- **Implement the recommendations of the Basic Education Program Review Committee: increase funding for at-risk learners; increase**

funding for English language learners; and implement technical corrections identified by the committee.

- **Provide funding through the BEP formula for high quality pre-kindergarten programs for at risk children.**
- **Examine the fiscal capacity index.**

The General Assembly directed the BEP review committee to perform a comprehensive review of the funding formula, identifying needed revisions, additions, or deletions. The BEP committee has submitted a report to the Governor, the State Board of Education, and the Select Oversight Committee on Education. The report summarizes the findings of the committee and presents the immediate and extended priorities identified by the committee. The *Master Plan* supports the work of the committee.

Goals for the Nine Key Result Areas

1. Early Childhood Education

Goal: All children will begin school ready to learn.

2. Primary and Middle Grades Education

Goal: All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.

3. High School Education

Goal: All high school students will achieve world-class standards and leave school prepared for postsecondary education, work, and citizenship.

4. Technology

Goal: Technology will be used to improve student learning and analyze data.

5. Teacher Education and Professional Growth

Goal: The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.

6. Accountability and Assessment

Goal: Assessment will be used to improve student learning and demonstrate accountability.

7. School Leadership

Goal: School leaders will be well prepared, capable and responsible for improving performance of schools and school systems.

8. School Health and Safety

Goal: All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.

9. Funding

Goal: Tennessee will provide adequate and equitable funding for schools.

The Nine Key Result Areas: Goals, Strategies and Measures

1. Early Childhood Education

Goal: All children will begin school ready to learn.

Current Status: High quality early childhood education programs increase academic success, increase graduation rates, decrease special education referrals, reduce crime rates, and increase work performance. Tennessee at-risk children from families with low Socio-Economic Status (SES) have benefited from attending the pilot programs and show dramatic academic improvement in primary grades. Federally funded Head Start agencies serve approximately 16,000 eligible children. While excess lottery funds may be used for early childhood programs, no lottery funds have been allocated for this purpose. A stable funding source is needed.

Strategies: 1. Provide a stable, increased funding source so all at-risk four-year-old children have the opportunity to attend a high quality early childhood education program consistent with the Board's *Early Childhood Education Policy*. Extend opportunities to all four-year-old children as funds become available. Collaborate with community and federal programs to meet the need for full day, full year childcare for children eligible for extended services.

Implementation: Provide services for 6,500 additional four-year-olds who are educationally at-risk in FY 2006 as funding becomes available at \$5,000 per child.

Cost: \$32,500,000.

2. Expand technical assistance and professional development to early childhood education programs to meet state requirements.

Implementation: FY 2006

Cost: \$200,000.

3. Implement Tennessee's *Early Childhood Education/Early Learning Developmental Standards, 0-5 years*. Provide a continuum of services for children transitioning from infancy to primary school. Encourage collaboration across state agencies in implementation and accountability.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

4. Expand the network of accessible early childhood development training for childcare providers and parents using the *Early Childhood Education/Early Learning Developmental Standards, 0-5 years*. Provide training collaboration with other state department agencies.

Implementation: FY 2006.

Cost: \$200,000.

5. Maintain support to 104 family resource centers, serving pre-kindergarten and school age children and their families. Identify potential resources to expand accessibility to family resource centers to all counties.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

6. Support the Governor's Books from Birth Foundation.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

7. Support the implementation of Family Literacy Programs and expand program capacity. Strengthen collaboration among *Even Start Family Literacy* programs; school

systems; Tennessee Adult Basic Education; Families First; Departments of Children's Services, Health and Human Services, Justice and Corrections; and community based service organizations.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

- Measures:**
- Increase in the number of at-risk 4year olds attending pre-kindergarten programs meeting the standards of the *Early Childhood Education Policy*.
 - Increase in the number and percentage of eligible three- and four-year-old children served by comprehensive early childhood programs.
 - Increase in academic performance in grades K-3 among students participating in pre-kindergarten education programs.
 - Increase in number of early childhood education programs meeting state standards.
 - Increase in participation in Adult Basic Education and Even Start programs.
- Costs:**
- Total new costs for Early Childhood Education: \$32,700,000.

The Nine Key Result Areas: Goals, Strategies and Measures

2. Primary and Middle Grades Education

Goal: All primary and middle grades students will achieve world-class standards and enter high school ready for rigorous study.

Current Status: Tennessee measures student learning in grades 3 through 8. Overall, Tennessee students have made considerable improvement. Scores on the writing assessment show improvement. However the results of the state *Report Card* indicate many students from identified sub groups are being left behind. Working to meet the needs of all learners begins with ensuring all students can read. In 2001 the state received a three-year \$28.6 million federal grant under the Reading Excellence Act. The grant enabled a beginning of a reading structure to be put in place. This foundation led to the state receiving \$111.4 million over 6 years in Reading First formula grant monies. Yet, the state needs a statewide reading initiative to support all schools needing assistance and to support continued reading development into middle grades and through high schools.

Strategies:

1. Implement an inclusive K-12 statewide research based reading initiative.
 - a. Ensure that a continuum of diagnostics and services in reading is available especially to young children before they are unsuccessful in meeting the standards of the general curriculum.
 - b. Provide teachers with the resources and training to make informed instructional decisions and design appropriate interventions.
 - c. Use accountability to monitor results and improve the reading infrastructure statewide.

- d. Provide parents and communities access to information, resources and support for early literacy development.

Implementation: FY 2006 and ongoing.

Cost: \$10,000,000.

2. Focus on the Middle Grades to ensure that all students leaving the middle grades are ready for rigorous high school studies. Fully implement the *Middle Grades Policy*. Provide research based interventions for middle school grades students who are at risk of failure.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

3. Ensure that all students complete a rigorous core curriculum.
 - a. Implement content standards linking Tennessee's curriculum and assessment in reading, language arts, mathematics, science, social studies.
 - b. Implement student technology learning expectations, embed them in the core content curriculum and align technology resources to improve student learning.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

4. Provide an educational program to all students eligible for special education consistent with federal and state mandates.
 - a. Revise rules to reflect the reauthorization of the IDEA.
 - b. Develop and support model schools sites that demonstrate exemplary programs in the area of inclusion, and provide a seamless tiered intervention

program for children who may be referred to special education. Collect data and study student success in the general curriculum.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

5. Report to the General Assembly on the progress in implementing the Board's *Caseload and Class Size Policy*. Support increased funding to support the limits set in the policy.

Implementation: FY 2006 and ongoing.

Cost: To be determined.

6. Implement the Tennessee English as a Second Language Program Curriculum Standards.

Implementation: FY 2006.

Cost: Existing budget.

7. Revise the parent involvement policy to meet federal and state mandates for parent involvement. (Applies also to KRA 3).

Implementation: FY 2006 and annual.

Cost: Existing SBE budget.

- Measures:**
- Improved student performance - both academic attainment and value added - using a variety of assessments.
 - Increased percentage of students in grades 3-8 scoring proficient or above.
 - Increased percentage of students in English language learner programs becoming proficient in English.

- Increased percentage of students performing at or above the competent level on the writing assessment in elementary and middle grades.
- Increased percentage of schools meeting requirements for adequate yearly progress.
- Percent of students meeting standards on measures in the *Middle Grades Policy*.
- Improved student attendance in grades K-8.

Costs: • Total new costs for primary and middle grades: \$10,000,000.

The Nine Key Result Areas: Goals, Strategies and Measures

3. High School Education

Goal: **All high school students will achieve world-class standards and leave school prepared for postsecondary education, work and citizenship.**

Current Status: The Board's *High School Policy*, revised in 2004; the collaboration with post secondary education and the work underway with the Tennessee P-16 Council will provide all students a seamless program of study connecting secondary education, postsecondary education, and the workplace. Students in the class of 2005 are the first to be required to pass Gateway examinations in mathematics, science and English language arts. The Department of Education has provided professional development so teachers may improve their content area knowledge and skills. Indicators of student progress have improved on the eleventh grade writing assessment, ACT, SAT, and Advanced Placement tests. The dropout rate has declined to 10.7%.

Strategies: 1. Identify and provide intervention programs for students at-risk of not graduating.

Implementation: Provide services for 500 middle or high school students at-risk of failure or dropping out. Funding at \$1,750 additional dollars for each student.

Cost: \$875,000.

2. Develop a state-wide uniform grading policy.

Implementation: FY 2006.

Cost: Existing budget.

3. Ensure that all students complete a rigorous core curriculum. Promote advanced placement courses and

International Baccalaureate programs for all high schools, dual enrollment with higher education, and tech prep programs linked to postsecondary study. Encourage high schools to assist students with planning to enter postsecondary institutions.

Implementation: FY 2006 and ongoing.

Cost: Existing budget and BEP.

4. Ensure student success in all subject areas and on gateway examinations in mathematics, science and English language arts by providing professional development to teachers and providing targeted interventions for students.
 - a. Replicate best practices and successful school reform models such as High Schools That Work.
 - b. Use extended time to master challenging courses.
 - c. Embed technology into core curriculum; provide students with access to technology and encourage students to use it to demonstrate learning.
 - d. Use partnerships with business and industry to help teachers and students connect knowledge with application.
 - e. Increase assistance to students in content area reading and developing study skills.
 - f. Provide English language learners with the instructional support to participate fully in the general curriculum. Implement the newly revised ESL curriculum standards.

Implementation: FY 2006 and ongoing.

Cost: Existing budget and federal funding to school systems.

5. Identify and support programs that practice exemplary transition from school-to-work activities. Provide full educational opportunities and transition programs for students eligible for special education.

Implementation: FY 2006.

Cost: Existing budget.

6. Implement the new the high school mathematics curriculum standards, aligning content, assessments and post secondary entrance requirements. Ensure all students have the opportunity to successfully complete or exceed high school mathematics graduation requirements.

Implementation: FY 2006.

Cost: Existing budget.

- Measures:**
- Increased percentage of students performing at or above the proficient level on gateway examinations.
 - Increased percentage of students performing at or above the competent level on the writing assessment.
 - Increased percentage of students in English language learner programs becoming proficient in English and performing at or above the proficient level on content area assessments.
 - Increased percentage of schools and school districts meeting the requirements for adequate yearly progress (AYP).
 - Increased number of students completing upper level mathematics courses.
 - Increased number of students completing advanced placement courses and meeting college credit requirements based on AP examinations.
 - Improved student performance on ACT and SAT.
 - Decreased percentage of students requiring remedial and developmental studies upon entrance to postsecondary education.
 - Increased percentage of school and district graduation rates.

- Improved student attendance in grades 9-12.
- Decreased student dropout rate in grades 9-12.

Costs: • \$875,000.

The Nine Key Result Areas: Goals, Strategies and Measures

4. Technology

Goal: **Technology will be used to improve student learning and analyze data.**

Current Status: Tennessee has made a major commitment to implement a statewide education network capable of providing students, teachers, and administrators easy access to appropriate resources. A 1,650 school network online provides reliable and secure Internet access on a common platform. The recent focus has been for teachers to develop performance competency using technology to improve instruction. Federal competitive grants used to fund pilot projects have produced schools now poised to mentor others in using technology to ensure all students learn. Tennessee continues to improve the efficiency and capability of its information system. The goal is to provide a system capable of meeting the local, state and federal reporting requirements and have the capacity to share information with all constituency groups.

Strategies: 1. Implement the planned information system for teacher licensure to facilitate applications and documentation and to improve supply and demand analysis. Align databases to track students from pre-kindergarten through college.

Implementation: Three-year phase-in.

Cost: \$300,000 in FY 2006.

2. Focus technology resources to improve student learning.

a. Use technology in developmentally appropriate ways to promote active learning and individualize instruction.

b. Use technology to diagnose student learning problems and provide interventions.

- c. Develop content-appropriate technology learning expectations and appropriately embed aligned technology resources in core content curriculum standards.
- d. Use assistive technology to ensure all students have access to the general curriculum.

Implementation: FY 2006 and ongoing.

Cost: Existing budget and BEP.

- 3. Provide all students with access to technology resources in the classroom and the opportunity to use them to improve learning in all subject areas.
 - a. Ensure adequate student to internet-capable computer ratios and appropriate technology resources are available in every school.
 - b. Provide technical assistance and support for networking in schools.

Implementation: FY 2006 and ongoing.

Cost: Existing budget and BEP.

- 4. Advance student technology literacy to ensure that all students are prepared for high skilled, high wage jobs and to support lifelong learning.
 - a. Ensure that all students meet the performance expectations of technology curriculum standards by the end of the 8th grade.
 - b. Develop authentic assessment instruments embedded within core content areas to determine the progress of student technology literacy.

Implementation: FY 2006 and ongoing.

Cost: Existing budget and BEP.

5. Support opportunities for teachers and administrators to develop competence in using technology to meet instructional goals, understand evaluation results and make informed instructional decisions. Ensure that all teachers use technology for instruction, consistent with Board standards and federal requirements.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

6. Obtain or develop online instruction to meet individual student and teacher learning needs and course requirements. Use technology to provide ongoing professional growth opportunities.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

- Measures:**
- Improved information system for teacher licensure and teacher supply and demand analysis.
 - Increase in percentage of students demonstrating they have met the technology performance indicators and using technology resources by the end of the 8th grade.
 - Increase in the number of classrooms in which all students are able to work from modern computers with access to the internet and district intranets.
 - Increase the number of teachers and administrators who use technology resources and strategies to improve instruction.
 - Increased interoperability of the education information system among school systems, the State Department of Education, and higher education.

- Costs:**
- \$300,000.

The Nine Key Result Areas: Goals, Strategies and Measures

5. Teacher Education and Professional Growth

Goal: **The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.**

Current Status: Good teachers make a difference! The improvements made in teacher preparation and licensure over the last decade provides a good start. Teachers must remain active, involved learners. Professionals must be focused on improving practice to increase student learning. However, teacher shortages are developing in some teaching areas, geographic locations, and areas with high priority schools. The number of minorities graduating and entering teaching is improving but is still too low. While the teaching force is stable with a low 8% turnover rate overall, Tennessee loses almost half of its new teachers in the first five years. Tennessee's most pressing needs are beginning teacher support programs and expanded professional development opportunities consistent with Board policy to support the other strategies in the *Master Plan*.

Strategies: 1. Implement strategies to ensure that all new and experienced teachers are highly qualified, consistent with state and federal requirements. Address teacher shortages by promoting the development of a diverse highly educated workforce. Reduce teacher shortages in specified teaching fields, high poverty schools, and among minority candidates. To improve teacher recruitment and retention:

- a. Increase scholarships and forgivable loans to attract the best and brightest to teaching.
- b. Increase the number of minority teachers by expanding the successful Minority Teaching Education Grant Program to universities.
- c. Provide more opportunities for persons seeking to enter teaching as a second career.

- d. Promote the use of the state online jobs clearinghouse to facilitate placement of qualified teachers in every school.
- e. Expand the beginning teacher mentoring program to improve new teacher performance, improve student learning, and reduce teacher attrition. Require mentor programs to be research based. Evaluate the effectiveness of existing teacher mentoring programs.

Implementation: FY 2006.

Cost: \$3,200,000.

- 2. Provide incentives and financial support to Tennessee teachers who seek voluntary national certification evaluation by the National Board for Professional Teaching Standards (NBPTS). Provide an annual salary bonus to teachers who achieve NBPTS certification.

Implementation: Bonus for 128 teachers in FY 2006.

Cost: \$512,000.

- 3. Work with the Tennessee P-16 Council, a collaborative of education stakeholders from pre-school through higher education (P-16) and the private sector, to encourage the use of best classroom practices to improve student learning (see KRA 3).

Implementation: FY 2006 and ongoing.

Cost: Existing agency budgets.

- 4. Provide professional development, consistent with the Board's *Professional Development Policy* and federal requirements, including introduction to new knowledge and skills, development of content area expertise, periodic follow-up to enhance understanding, feedback on performance, and strategies to further improve student learning. Target professional development funds at strategic objectives.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

5. Strengthen teacher preparation and development by building partnerships between higher education and local schools, implementing professional development schools, and recruiting minority teachers to the profession. Implement performance based evaluation of teacher candidates and approval of teacher education institutions consistent with NCATE standards. Provide data to teacher preparation institutions on the effect of their graduates on student learning.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

6. Support the efforts of higher education teacher preparation programs to follow graduates into the profession. Assess program completers' abilities to transfer program knowledge and skills into successful classroom practice. Use information to continually improve pre-service teacher education programs.

Implementation: FY 2006.

Cost: Existing budget.

7. Evaluate the implementation of the *Framework for Evaluation and Professional Growth* approved in 2004. Provide follow up to ensure consistency of application and quality of professional growth plans. Gather feedback and revise framework as necessary.

Implementation: FY 2006.

Cost: Existing budget.

8. Implement strategies to ensure that all paraprofessionals are qualified, consistent with federal requirements. Work with higher education in developing online support.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

- Measures:**
- Increased percentage of classes taught by highly qualified teachers in the aggregate and in high poverty schools.
 - Increased percentage of paraprofessionals who are qualified.
 - Increased percentage of teachers who receive high quality professional development, consistent with Board policy.
 - Improved rates of placement in Tennessee and retention of recent teacher education graduates.
 - Increase in minority teacher education graduates and minorities entering teaching.
 - Improved results on Praxis assessments of teacher candidates.
 - Increase in number teachers who achieve National Board Certification.

- Costs:**
- Total new costs for teacher education and mentoring: \$3,712,000.

The Nine Key Result Areas: Goals, Strategies and Measures

6. Accountability and Assessment

Goal: **Assessment will be used to improve student learning and demonstrate accountability.**

Current Status: The state has adopted a unified state and federal approach regarding school accountability. The *EIA* as amended specifies accountability procedures. Tennessee's plan to monitor performance includes performance goals in the Board's *Performance Model* and in the state *No Child Left Behind State Workbook*. The state provides school system and school report cards to inform parents and the public regarding school performance. The state has identified schools and districts not making adequate yearly progress in meeting performance goals and is providing targeted assistance to schools.

Strategies: 1. Review and revise the Board's *Performance Model* for evaluating schools and school systems as needed to align with Tennessee's assessment system to ensure a unified state and federal method to improve schools.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

2. Monitor the results of changes in state assessment programs. Annually review Tennessee's accountability system checking for validity and reliability to ensure that accountability determinations are accurate.

Implementation: FY 2006 and annual.

Cost: Existing budget.

3. Assist schools identified as not making adequate yearly progress in meeting performance goals. Assist schools in using assessment data to target resources and implement research based strategies. Focus state and federal resources to meet goals and identify additional resources needed.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

4. Strengthen communications with higher education about the standards needed to be successful in post secondary education.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

5. Revise assessment programs to ensure that assessments are consistent with state curriculum standards. Encourage schools to use ongoing assessments including online assessment and performance based demonstrations of student knowledge.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

6. Develop end-of-program assessments for students in the technical preparation path. Include results in the Board's *Performance Model*.

Implementation: FY 2006.

Cost: Existing budget.

7. Develop and implement assessment policies regarding inclusion of diverse learners (English language learners, students eligible for special education and students at high risk for failure) to ensure progress in the general curriculum;

implement alternate assessments for students unable to participate in regular assessments.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

8. Investigate whether gateway tests should be the only assessments used to demonstrate student learning and grant or withhold high school diplomas. Consider development of multiple indicators including performance based indicators of achievement to assess student learning.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

9. Revise the *Master Plan* annually with the involvement of stakeholders; provide feedback on *Master Plan* accomplishments on an annual basis.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

- Measures:**
- Improved student learning for all students as measured by assessments. (See Key Result areas 2 and 3.)
 - Increase in number of schools making adequate yearly progress.
 - Accurate, accessible information available for resource deployment and policy making.

- Costs:**
- No new costs.

The Nine Key Result Areas: Goals, Strategies and Measures

7. School Leadership

Goal: **School leaders will be well prepared, capable and responsible for improving performance of schools and school systems.**

Current Status: The *EIA* provides for sweeping changes in school governance including elected school boards and appointed superintendents. Principals have new responsibilities and serve under performance contracts. School leaders are being prepared and licensed with a focus on instructional leadership and in accordance with national standards. School systems have developed strategic plans and schools have developed school improvement plans and consolidated school system plans are an option.

Strategies: 1. Focus professional growth opportunities for school leaders on student learning. Encourage partnerships with business, industry, schools, districts and higher education to support leadership development.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

2. Explore the feasibility of implementing alternative paths to administrative licensure.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

3. Develop a model performance contract for principal evaluation, using existing data and instruments when possible. Support the development of a new framework for guiding evaluation and professional growth for administrators.

Implementation: FY 2006.

Cost: Existing budget.

4. Promote collaborative leadership development programs between school systems and higher education to identify, prepare, recruit, retain and support new school administrators.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

5. Support school leadership teams in sharing responsibilities for examining data, improve student learning, reaching school accountability goals and developing school improvement plans or consolidated improvement plans.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

6. Implement the Tennessee Charter Schools Act to provide options to parents consistent with the requirements of state and federal legislation. Evaluate the schools' fiscal responsibility, effectiveness in improving student learning and ability to maintain parent involvement.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

- Measures:**
- Improved quality of comprehensive school improvement plans.
 - Increased effectiveness of schools as measured by state, federal and local performance goals in the Board's *Performance Model*.
 - Improved numbers of administrators prepared, placed, and retained in the profession.

- Number of charter schools established and effectiveness of the schools for students attending.

Costs:

- No new costs.

The Nine Key Result Areas: Goals, Strategies and Measures

8. School Health and Safety

Goal: **All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.**

Current Status: As Tennessee and the nation respond to the threat of terrorism, schools are recognized as potential targets as well as significant community resources. Education leaders must be engaged in local, regional and statewide homeland security planning. Coordination with community agencies ensures that schools are prepared to protect students in the case of natural disasters and other emergencies that threaten student safety. The Tennessee School Safety Center disseminates promising practices. The Coordinated School Health Program model provides a means to address barriers to student learning. Schools must reinforce the connection between good health practices, academic achievement, and lifelong wellness.

Strategy: 1. Integrate school safety and school health planning into the overall school improvement process; provide training to school personnel; and promote the use of the School Health Index in planning.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

2. Implement a rule consistent with Public Chapter 708, setting minimal nutritional standards for items that are sold or offered for sale during the school day in grades K-8.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

3. Explore how policy can help slow the spread of childhood obesity and childhood diabetes including ways to increase

physical activity and provide opportunities to make healthy eating choices.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

4. Implement the standards and guidelines for Coordinated School Health Programs and pilot funded programs. Continue to implement the guidelines for health care procedures and medications in schools in cooperation with the Department of Health.

Implementation: FY 2006 and ongoing.

Cost: Existing SDE and DOH budgets.

5. Identify support for additional training and technical assistance to school health nurses and other school health personnel in cooperation with the Department of Health.

Implementation: FY 2006 and ongoing.

Cost: Existing SDE and DOH budgets.

6. Revise the Board's *Alternative Schools Program Standards*. Determine expenditures to develop alternative schools programs.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

7. Ensure that all students are educated in safe, healthy school environments that are drug free and conducive to learning. Provide opportunities for exercising and making good nutritional choices.

Implementation: FY 2006.

Cost: Existing budget.

8. Work to coordinate efforts with other government and community agencies to ensure safety of students and communities in times of natural disaster or other public emergencies.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

9. Identify best practices to engage diverse learners and manage challenging students. Promote the use of these approaches through information dissemination and training activities. Prepare staff to implement conflict resolution and anger management training throughout all grade levels.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

10. Promote community dialogue and strategic planning regarding the prevention of youth crime and violence in cooperation with other agencies.

Implementation: FY 2006 and ongoing.

Cost: Existing budget.

- Measures:**
- Improved access for all students to school health services.
 - Number of schools with Coordinated School Health Programs.
 - Improved learning in regular schools and reduced need for alternative placements.
 - Decreased incidence of violence in schools.
 - Reduction in number of zero-tolerance violations.

- Number of students in alternative placements and number who return successfully to regular schools.
- Reduction in number of persistently dangerous schools.

Costs:

- No new costs.

The Nine Key Result Areas: Goals, Strategies and Measures

9. Funding

Goal: Tennessee will provide adequate and equitable funding for Tennessee schools.

Current Status: The Basic Education Program (BEP) funding formula adopted as part of the *EIA* provides a rational, stable, and equitable funding mechanism. The BEP formula has improved funding equity among school systems and has reduced salary disparity. The General Assembly directed the BEP Review Committee to provide a comprehensive review of the funding formula, identifying needed revisions, additions or deletions. In its report to the Governor, State Board of Education, and Select Oversight Committee on Education, the committee presented its immediate and extended priorities. The *Master Plan* supports the work of the BEP review committee.

Strategies: 1. Maintain full funding of the BEP formula and provide all schools with essential components including personnel, technology, textbooks, materials, transportation and capital expenditures. Review the formula annually.

Implementation: FY 2006 and ongoing.

Cost: \$128,900,000.

2. Implement the immediate priority recommendations of the BEP Review Committee: increase funding for all at-risk students in grades K-12; increase funding for English language learners; and address technical corrections identified by the committee.

Implementation: Phase in over a five-year period.

Cost: \$11,000,000.

3. Implement the extended priority recommendations of the BEP Review Committee: review the fiscal capacity index; provide funding through the BEP formula for high quality pre-kindergarten programs for at-risk children; and address issues of funding for professional development, school nurses, teacher classroom materials and supplies, technology coordinators, technology, instructional positions outside the BEP, transportation, and capital outlay.

Implementation: FY 2006.

Cost: To be determined.

4. Provide services for 6,500 additional four-year-olds who are educationally at risk in FY 2006 as funding becomes available at \$5,000 per child.

Implementation: FY 2006.

Cost: Early childhood education. \$32,500,000
(included in KRA 1)

5. Review the fiscal capacity index used to allocate BEP funds to local school systems.

Implementation: FY 2006.

Cost: Existing budget.

6. Support increased funding for special education to implement caseload and class size standards in special education and general education classrooms.

Implementation: FY 2006.

Cost: To be determined.

- Measures:**
- Full funding of the BEP.
 - BEP formula based on market costs.

- Comparison of state and local funding per student among LEAs over time.
- Funding of other *Master Plan* initiatives.
- Performance of schools and school systems as measured by the performance goals adopted by the State Board of Education.

Costs:

- Cost of KRA 9 improvements: *\$139,900,000.*
- Total cost of all Master Plan initiatives: *\$187,487,000.*

3/21/05

FUNDING NEEDED TO SUPPORT THE MASTER PLAN

The State Board of Education has a statutory mandate to study Prek-12 programs of instruction, analyze the needs of schools, and to make recommendations to the Governor and the General Assembly. The following is a discussion of the funding needed to support the *Master Plan* for FY 2006.

The *Master Plan* provides a comprehensive plan to ensure that all students achieve the challenging goals in the Board's *Performance Model* and the federal No Child Left Behind Act. In order to make progress on the key initiatives identified in the *Master Plan* and to address the requirements of the State Supreme Court decision regarding salary equity, the state must provide adequate funding in the following areas.

Early Childhood Education, KRA 1

All children do not enter kindergarten at the same level of preparedness. The Board's early childhood education focus seeks to address this variability in readiness by implementing early childhood education programs for approximately 38,000 at-risk four-year-olds. Education Week's *Quality Counts 2002* notes:

Studies conclude that early childhood education makes a difference. Young children exposed to high-quality settings exhibit better language and mathematics skills, better cognitive and social skills, and better relationships with classmates than do children in lower-quality care. Evaluations of well-run early-learning programs also have found that children in those environments were less likely to drop out of school, repeat grades, need special education, or get into future trouble with the law than similar children who did not have such exposure.

State funded pilot programs serve approximately 3,000 children in accordance with the State Board of Education *Early Childhood Education Policy*. Tennessee's pilot early childhood education programs are paying off in terms of dramatically improved achievement on standardized tests in early grades. Tennessee's programs provide one teacher and one assistant for each group of 20 children. The cost is \$5,000 per child, and should be phased in as funding becomes available. Early childhood education needs a stable source of funding.

State Wide Reading Initiative, KRA 2

Reading is fundamental to life long success. Specifically, it is critically important to a student's continuous learning in school in all subject areas. Through the cooperative efforts of the Board and the Department of Education, Tennessee has secured a three-year \$28.6 million federal grant under the Reading Excellence Act. Seventy schools from across the state received competitive sub-grants and tutorial assistance grants on an average of over \$300,000. The grant has enabled a Tennessee reading infrastructure to be put into place that provides professional development, the cooperation of colleges and universities with local school systems and individual schools, and full-time literacy leaders within each school site. In 2003 the state received a six year, \$111.4 million Reading First formula grant. The grants do not, however, replace the need for a statewide reading initiative to serve additional schools. A continuum of services must be made available to assist young children before they are unsuccessful in meeting the standards of the general curriculum. The state needs to provide research-based knowledge to classroom teachers, online curriculum and diagnostic tools as well as support for reading development in the middle and high school classrooms.

High School Education, KRA 3

Tennessee has worked steadily to improve student performance in high school. It has adopted gateway examinations in Mathematics, English language, and Science and end-of-course examinations for other high school subjects. Recognizing that all students need to complete mathematics at higher levels because it is an important factor in almost all jobs, in 2003 the Board approved an increase in the high school math requirement.

Youth who drop out of school often become involved in crime and drug abuse. High school dropouts have lower earnings and fewer job opportunities than their more educated counter parts. The model dropout prevention program is one way to provide services for middle or high school students at-risk of failure or dropping out. Alternative education programs are another way to assist students in the middle grades and high school who are failing. This is essential to increase the graduation rate and provide for a skilled and well-educated work force.

Technology, KRA 4

Tennessee has made a major commitment to implement networked technologies to provide teachers and students easy access to appropriate materials. The recent focus has been for teachers and administrators to develop performance competency in using technology to improve student

learning. The state has also implemented an education information system to assist local systems in state and federal reporting.

Tennessee must also improve its information system to support the recruitment and retention of competent teachers. (See KRA 5, below). The federal No Child Left Behind Act requires the state and local systems to document that all teachers have met the "highly qualified" standard outlined in the law. To accomplish these tasks, the Department must implement the planned information system for teacher licensure. The information system is needed to facilitate applications and documentation, to improve supply and demand analysis, and to interface efficiently with local data collection and reporting.

Teaching, KRA 5

In Tennessee, schools are facing a shortage of qualified teachers at the very time that they need them the most. Nowhere is this more evident than in the state's low performing schools, which have a greater percentage of inexperienced teachers or teachers on waivers and permits than in other schools. Bold initiatives are needed to recruit and retain good teachers, and to ensure that all teachers in core subject areas meet the "highly qualified" standard established in No Child Left Behind.

The following initiatives are needed to recruit new teachers and retain teachers in which the state has already invested in their training:

- Research based Beginning Teacher Mentoring Programs for all teachers in the first year of teaching;
- Teaching Scholars Program, a scholarship/loan program designed to attract the best and brightest to teaching;
- Incentives for teachers who achieve National Board Certification (Tennessee and Texas are the only states in the southeast that do not reward board certified teachers).

Funding, KRA 9

The Basic Education Program (BEP) funding formula adopted as a part of the EIA in 1992 provides a rational, stable, and equitable funding mechanism. Subsequently, the BEP has improved funding equity over the last twelve years throughout the state. However the BEP does not address several policy and

programmatic changes that have affected Tennessee's educational system and consequently its funding needs.

The accountability provisions recently modified and updated in TCA 49-1-602 outline the responsibilities of the State Board of Education and the Commissioner of Education relative to high priority schools. The state needs to align its resources to meet the goals set forth in the *Master Plan* and for compliance with the No Child Left Behind Act.

At the request of the General Assembly, the BEP Review Committee has issued its first annual report in which it found that the salary equity plan proposed by the Governor and adopted by the General Assembly in 2004 has decreased salary disparity across the state. The Board will continue to review annually BEP salary funding and costs, consistent with the decision of the State Supreme Court and TCA 49-3-351 and with criteria established by the BEP Review Committee. In addition, the committee recommended a series of immediate and extended priorities in support of increased funding for at-risk students grades K-12, increased funding for English language learners, and funding of early childhood education for at-risk four-year-olds. The Board has included these recommendations in the *Master Plan*.

Recommendations

The State Board of Education recommends improvements to fund the BEP and other *Master Plan* initiatives in the areas listed below.

KRA1	Early Childhood Education:	
	Programs for At-risk Four-Year-Olds	\$32,500,000
	Technical assistance and professional development	\$200,000
KRA 2	Primary and Middle Grades: Statewide Reading Initiative....	\$10,000,000
KRA 3	High School/Middle School Alternative Education Programs....	\$875,000
KRA 4	Technology: Information System for Teacher Licensure	\$300,000
KRA 5	Teacher Education and Professional Development:	
	Mentoring	\$3,200,000
	National Board Certification(128).....	\$512,000
KRA 9	Funding:	
	BEP Maintenance	\$128,900,000
	At-Risk.....	\$11,000,000

Total Master Plan Funding:

\$ 187,487,000

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STUDENT, TEACHER AND SCHOOL PERFORMANCE

INTRODUCTION

This report is prepared annually by the State Board of Education and the Commissioner of Education in accordance with the *Public Education Governance Reform Act* (1984).

PERFORMANCE MODEL

The State Board of Education established new performance goals by adopting a Performance Model in April 2000, revised most recently in 2003. The model includes goals established in the Education Improvement Act of 1992 as well as additional goals including academic attainment, end-of-course assessments, and exit exams. The model will be revised in the coming year to accommodate state and federal legislative changes and revisions in the Tennessee assessment program.

This is a transition year for reporting and some goal indicators have been adjusted. This report displays statewide data for school years 2002-03 and 2003-04.

Goal 1 - Student Attendance

An overall average attendance rate of at least 93% for students in grades K-8 and 9-12.

	2003	2004
K-8	94.7%	94.8%
9-12	92.5%	92.2%

Goal 2 - Dropout Rate

A dropout rate of no more than 10% for grades 9 through 12.

Cohort Dropout	
2003	2004
11.3%	10.7%

Goal 3 - Promotion Rate

An overall student promotion rate by the end of the summer of at least 97% in grades K-8.

2003	2004
96.9%	97.1%

Goal 4 - Valued Added

Value-added measures student progress within a grade and subject, which demonstrates the influence of in-school factors on the student's achievement. This diagnostic tool is designed to improve educational opportunities for students in various achievement levels. Tennessee is transitioning from use of a norm referenced tests to a criterion referenced test and scores have been back mapped for correlation purposes to 1998 to assure consistency in scales.

Value-Added Assessment - Cumulative Gain Grades 3-8

		2003	2004
Math	C	+1.4	C +0.2
Reading	C	-0.9	C -.01*
Language Arts	D	-5.8	C -.01*
Social Studies	C	+1.8	C -.04
Science	C	+3.5	B -.01

*Reading and Language Arts combined for 2004

	Reading/Language Arts		Math		Science		Social Studies	
	State 3yr Average	State Growth Standard	State 3yr Average	State Growth Standard	State 3yr Average	State Growth Standard	State 3yr Average	State Growth Standard
4th	-0.7	0.0	-0.3	0.0	0.4	0.0	-0.7	0.0
5th	-0.6	0.0	0.9	0.0	-0.4	0.0	-0.2	0.0
6th	1.4	0.0	-0.7	0.0	-0.8	0.0	-0.8	0.0
7th	-0.2	0.0	1.6	0.0	1.0	0.0	1.0	0.0
8th	-0.5	0.0	-0.7	0.0	-0.9	0.0	-1.5	0.0

Goal 5 - Academic Attainment, Grades 3 – 8

Achievement at or above the Normal Curve Equivalent (NCE) of 50% on the TCAP Achievement Test in reading, language, and mathematics by all students.

	2003
Reading	56.3%
Language	60%
Math	59.1%

	2004
Reading & Language	NCE 50
Math	NCE 51

Goal 6 - Elementary and Middle Writing Assessment, Grades 5 and 8

Achievement at or above the performance level of proficient. A score of at least three on a six point scale must be obtained to satisfy proficiency requirements for No Child Left Behind.

Writing		
Grade	2003	2004
Grade 5	3.9	3.9
Grade 8	4.0	4.0

(Note: Based on 3-year averages.)

Goal 7 - Gateway Examinations

Students who entered the 9th grade in 2001-2002 must attain a score indicating Proficient or Advanced on each of the Gateway examinations in three subject areas--Mathematics, Science and Language Arts - in order to earn a high school diploma.

Scored at Proficient or Advanced		
	2003	2004
Mathematics	75%	81%
Science	95%	96%
English II	87%	90%

Goal 8 - Academic Attainment, High School End-of-Course Examinations

Algebra I, English II, and Biology I).

2003

Gateway	% Below Proficient	% Proficient	% Advanced
Mathematics (Algebra I)	25.0	30.0	45.0
Science (Biology)	5.0	36.0	59.0
English (English II)	13.0	35.0	52.0

2004

Gateway	% Below Proficient	% Proficient/ Advanced
Mathematics (Algebra I)	19.0%	81.0%
Science (Biology)	4.0%	96.0%
English (English II)	10.0%	90.0%

Goal 9 - Value Added

An average score in ten high school End-of-Course Examinations equal to or greater than 100% of the expected performance.

High school value added results are computed as the ratio of actual performance to expected performance. Because these are Tennessee (not national) tests, the statewide average value added score will always be 100%. Results for individual schools and school systems will have averages above or below 100% indicating their performance.

Goal 10 - High School Writing Assessment, Grade 11

Achievement % at or above the performance level of proficient (level 4) by all students.

2002	2003	2004
70.3%	72%	75%

Goal 11 - Attainment, ACT and SAT

Performance at the level specified for full admission into Tennessee institutions of higher education by all students.

	2002	2003	2004
ACT	56.5	59.0	61.3

Adequate Yearly Progress (AYP): Adequate Yearly Progress is a measure of a school's or school system's ability to meet required federal benchmarks with specific performance standards from year to year. Each benchmark has individually determined standards or targets which must be met for Below Proficient, Proficient, and Advanced to be calculated

+ Met Federal Benchmark

X Did not meet Federal Benchmark

<45 Fewer than 45 members, does not have to report

Elementary / Middle grades	All	White	Hispanic	African American	Native American	Asian	Economically Disadvantaged	Students w/ Disabilities	Limited English Proficient
Math									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	X	+	+	+	X	X
Reading, Language Arts, Reading									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	+	+	+	+	+	X
Attendance Rate	+								
Met AYP?	X								
High School	All	White	Hispanic	African American	Native American	Asian	Economically Disadvantaged	Students w/ Disabilities	Limited English Proficient
Math									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	X	+	+	+	X	+
Reading, Language Arts, Reading									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	X	+	+	X	X	X
Attendance Rate	+								
Met AYP?	X								

STUDENT PERFORMANCE

TCAP Achievement Test

The TCAP Achievement Test (TerraNova) provides both norm-referenced and criterion-referenced information. In 2002, scores in third through eighth grade were at or above the median national percentiles on 83% of the scores reported for reading composite, language composite, mathematics composite, science, and social studies.

In 2004 Tennessee administered both NRT and CRT tests. Since each student took both tests, this has enabled an equating of the two tests such that previous NRT test data can be mapped onto the CRT scale. After mapping onto the CRT scale, the data were converted into state normal curve equivalents (NCE) using the 1998 data as a base. If a school has an NCE of 50, then that school's mean achievement score would be equal to the state average in 1998.

Norm Reference Academic Achievement (2004) Grades 3-8

	2004 Score
Math	51
Reading	50
Language	50
Science	50
Social Studies	50
(Note: 3-yr average of NRT NCE's.)	

Tennessee Gateway Examinations

Students who entered high school beginning in 2001-02 and thereafter must pass gateway examinations in mathematics, science, and English language arts. The results of gateway assessments in mathematics, science, and English II for 2003-2004 are shown below.

Percent First Time Takers Passing Gateway Examinations

	2003	2004
Mathematics	79.7%	81%
Science	95.3%	96%
English II	87.8%	90%

TCAP Writing Assessment

The Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment requires students to write a rough draft essay in response to an assigned prompt (topic) within a limited time period. Fifth graders respond to a narrative prompt. Eighth graders respond to an expository prompt. Eleventh grade students respond to a persuasive prompt. A score of at least three on a six point scale must be obtained to satisfy Proficiency requirements for No Child Left Behind.

**Writing Assessment
(2003 - 2004)
Average Score**

Grade	Scale	2003	Grades	2004
5	(1-6)	3.9	4	3.9
8	(1-6)	4.0	7	4.0
11	(1-6)	3.8	11	3.8

(Note: Based on 3-year averages.)

Exit Exams

The 2004 school year all students prior to graduation had the opportunity to take an optional exit exam, either the ACT or SAT exam. Tennessee students do remarkably well, considering the high percentage and diverse ability range of students taking the ACT exam. Statewide score averages showed slight increases on the ACT and SAT examinations. In 2004, a total of 87% of Tennessee high school graduates took the ACT; nationally 40% of students take the ACT.

**Exit Exams (optional)
(2002-2004)**

	2003		2004	
	State	National	State	National
American College Test (ACT) (1-36)				
English	20.1	20.3	20.4	20.4
Mathematics	19.4	20.6	19.5	20.7
Reading	20.6	21.2	20.8	21.3
Science Reasoning	20.0	20.8	20.1	20.9
Composite	20.1	20.8	20.3	20.9

	2003		2004	
	State	National	State	National

Scholastic Achievement Test (SAT)

Verbal (200-800)	568	507	567	508
Math (200-800)	560	519	557	518
Combined (400-1600)	1,128	1,026	1,124	1,026

Advanced Placement

The number of schools and students participating in the Advanced Placement (AP) program has significantly increased. Since 1987 the number of candidates has almost tripled from 4,227 to 12,734 and the percentage of exams with scores of 3 to 5 - qualifying for college credit – is higher than the national average.

**Advanced Placement Candidates
(2002-2004)**

	2002	2003	2004
Students Taking Exams	10,884	11,785	12,734
Exams Taken	17,433	19,246	21,017
Number of Exams with Scores of 3 to 5	11,731	12,570	13,808
% Tennessee Exams with Scores of 3 to 5	68%	65%	66%
% National Exams with Scores of 3 to 5	63%	62%	62%

Student Data

Data on attendance, promotion, dropouts, expulsions and suspensions are useful in analyzing student performance. The attendance rates and promotion rates have been steady over the last several years.

The 2004 high school dropout rate is 10.7%; this represents a steady decrease over the last five years. The state and local dropout rates are based on four years of actual data. The cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade. The event rate is the percentage of students who dropped out in the current year.

**Student Data
(2004)**

	2003	2004
Attendance Rate		
K-8	94.7%	93%
9-12	92.5%	93%
Promotion Rate K-8	96.9%	97.1%
Dropout Rate 9-12		
Event	3.0%	
Cohort	11.3%	10.7%
Expelled	2,288	2,258
Suspended	85,007	89,819

TEACHER PERFORMANCE

Teacher Education, Supply, and Demand

The current work force includes approximately 58,000 teachers. In the past, Tennessee hired an average of 3,000 new teachers each year. In 2001, 3,496 new teachers with no experience were hired and 2,461 teachers reentered teaching in Tennessee. More than 29% of teachers have less than six years experience. Nearly one-fifth complete their highest degree at out-of-state institutions. The number of teacher education graduates from Tennessee public and private colleges and universities increased 71% from 2,196 in 1986-87 to 3,750 in 2001-02. Teacher turnover is approximately 8% overall. Among newly hired teachers (with no previous experience) 41% leave during the first five years.

Praxis: Professional Assessments for Beginning Teachers

Students seeking admission into approved teacher education programs must receive qualifying scores on the Praxis program's Pre-Professional Skills Test (PPST). Candidates for initial licensure are required to make a minimum score on the Praxis test Principles of Learning and Teaching and to complete specialty area tests in the area of endorsement they are seeking. The summary pass rate for all tests was _____.

Minority Teachers

While the percentages of minorities completing teacher preparation programs and entering teaching are improving, the percentages are still too low. The percentage of teacher education graduates who are minorities has increased from 2.9% in 1988 to 9.5% in 2001. In 2001-02, the percentage of new African American teachers hired was 10.15%; this may be a low estimate since 22.90% marked race unknown. The teaching force is composed of 10.81% African American, compared to 24.81% of the student population.

National Board Certification

The National Board for Professional Teaching Standards (NBPTS) awards national certification to teachers who successfully complete a rigorous evaluation process. Tennessee has incorporated NBPTS standards into its teacher licensure standards and its *Framework for Evaluation and Professional Growth*. As of November 2004, 128 teachers in Tennessee have attained

national board certification. Other states, which provide financial bonuses to teachers who successfully complete certification, have larger numbers of board certified teachers. (States in the Southeast provide an annual bonus of \$4,000, on average, to teachers who are Board certified) The rigorous evaluation process involves in-depth self-assessment and reflection, analysis of classroom videotapes, an extensive portfolio of one's teaching, as well as a written examination.

SCHOOL PERFORMANCE

Student Demographics

Tennessee's 138 local school systems operate 1,677 schools that employ 58,577 professional educators and serve 911,735 students. Tennessee's student population is approximately 71% Caucasian, 25% African American, 3% Hispanic, and 2% other minorities. Approximately 16% of the students receive special education services, 34% are in Title I compensatory education programs, and 49.9% are economically disadvantaged. Schools serve 19,352 (2.1%) English language learners.

Personnel

Statewide statistics for school system personnel show that in 2003-04 over 51.3% of local system positions are filled by classroom teachers, 5.0% by student support personnel such as counselors and librarians, and only 3.6 % by administrators.

Personnel (2001-2003)

	2001	2002	2003
Teachers	51.3%	51.3%	50.2%
Assistants	11.4%	11.3%	12.6%
Student Support	4.9%	5.0%	4.9%
Staff Support	4.9%	5.0%	4.9%
Administrators	3.5%	3.6%	3.6%
Other	24.0%	23.9%	23.8%

School Counseling and Guidance Programs

Professional school counselors assist all students in their academic, career, social, emotional, and personal development through a comprehensive school counseling program based on the Tennessee School Counseling and Career Guidance Standards. The program is delivered through classroom guidance, small group and individual counseling, individual planning, consultation, and coordination. The school counselor works with all school personnel, parents, and the community to reduce the effects of environmental and institutional barriers that impede student academic success. School wide programs

coordinated by the school counselor include AIDS education, drug prevention, conflict management, personal safety, and child abuse prevention.

The school counselor assists all students to make transitions from school to school, school to work, and school to post-secondary training through a sequential program of career guidance K-12 that includes a focused four-year plan of study as outlined in the *High School Policy*.

Since the inception of the BEP, the number of elementary school counselors has increased 108% from 498 in 1991-92 to 1,039 in 2002-03. The number of secondary school counselors has increased 34% from 566 to 760 during the same period. The number of school counselors serving both elementary and secondary is 80. For 2004, there are a total of 1,879 school guidance counselors.

Expenditures

The average ADA expenditure per student for 2003-04 was \$6,997 - from \$3,732 in 1992. The national average per pupil expenditure was \$8,783 in 2003-04. The average teacher's salary was \$40,318 up from \$28,621 in 1992 - compared to \$45,771 in the nation.

In analyzing school performance, it is useful to examine information regarding expenditures by category (operating, capital outlay, debt service and other).

Expenditures (2002-2004)

	2002-03	2003-04
Expenditures by Category		
Operating	\$5,643,666,935	\$5,996,444,360
Capital Outlay	\$142,252,458	\$111,604,783
Debt Service	\$56,606,707	\$145,840,625
Other	\$68,926,984	\$70,776,875
Total	\$5,880,824,803	\$6,325,666,646

Waivers and Permits

In 2003-04, no classes exceeded the required pupil/teacher ratios. A teacher on waiver is licensed but teaching out of his or her field because no other licensed teacher is available to teach that subject. A permit is granted to a local school system to employ temporarily a degreed individual who does not hold a

valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists. In 2003-04, less than one percent of teachers were teaching on a waiver (.86%) and 1.40% of the teachers were on a permit.

**Waivers and Permits Issued
(2003-2004)**

	2002-03	2003-04
% Of Classes Over Size	0.0%	0.0%
Teacher Waivers	679	505
Teacher Permits	1,382	821

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